

Inspection report for early years provision

Unique reference number	EY428602
Inspection date	14/12/2011
Inspector	Jacqueline Nation
Type of setting	Childminder

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the childminding

The childminder was registered in 2011. She lives with her two children aged five and three years in the Oldbury area of Sandwell. The whole ground floor of the premises is used for childminding, two bedrooms are used on the first floor. The home is within walking distances of local parks, schools and shops. The family has a pet dog.

The childminder is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She is registered to care for a maximum of four children under eight years. There are currently four children on roll, two of whom are in the early years age range. The childminder is also registered to provide overnight care for one child under eight years.

The childminder is a member of the National Childminding Association and holds a level 3 Diploma in Childcare and Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The childminder successfully promotes children's welfare, learning and development. Children enjoy their time with this welcoming and friendly childminder. Inclusion is given good consideration as the childminder values the uniqueness of each child. Children have good opportunities to play with a wide variety of good quality resources. Effective relationships with parents ensure children's needs are met. The childminder is enthusiastic about her role and is positive about developing the provision to ensure continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the self-evaluation process to identify the strengths and priorities for development that will improve the quality of provision for all children
- ensure that an adequate supply of clean bedding is available for children who need to rest or sleep.

The effectiveness of leadership and management of the early years provision

The childminder has a good understanding of safeguarding procedures. She is confident in recognising the possible signs and symptoms of abuse and the action to take should she have any concerns about a child in her care. The childminder is committed to promoting children's safety because risk assessments are clear and

give good consideration to minimising potential hazards both indoors and on outings. She has well-informed detailed policies and procedures in place which underpin her practice. Documentation is maintained effectively and stored to ensure confidentiality.

Children are happy and relaxed as the childminder offers warm, affectionate care that supports their welfare and learning. Good quality interaction and well-established routines help children to become secure and confident in the childminder's home. She gives good attention to children's individual needs with regards to play and time for relaxation. It is evident that the childminder clearly enjoys the children's company and they approach her with ease to ask questions and make their needs known. Good use is made of space in the home to provide a wide range of different activities and experiences. Good quality resources are easily accessible in low-level storage units. This promotes children's independence and curiosity as they select toys and develop their own play. The childminder demonstrates a positive attitude to inclusion. Children are encouraged to embrace diversity and develop an understanding of each others needs and cultures. The childminder works well with parents at the admission stage, she offers flexible setting-in sessions and gathers a range of very useful information about each child's individual needs. She works closely with other settings that children attend and the local school. She uses information gained to help her to plan activities to support children's individual learning needs. The childminder has effective relationships with parents and carers, she provides daily written feedback for younger children and makes sure information is shared on a regular basis. Parents receive clear and detailed information about the provision, including policies and procedures and information displayed on the notice board.

The childminder has made good progress to develop her service since registration. She has made a positive start in evaluating her practice and while these are in the early stages the childminder is clear about her plans for the future. She embraces training opportunities, advice and guidance to develop her knowledge and skills.

The quality and standards of the early years provision and outcomes for children

Children make good progress in their learning and development because the childminder has a secure knowledge of the Early Years Foundation Stage Framework. The childminder works well with children at their level, talking to them about what they would like to do, supporting their enjoyment and achievement. She uses her observations to plan the next steps in children's learning, activities are linked to a theme and the childminder makes sure children's interests, ideas and play preferences are incorporated. Each child has their own learning journey folder which gives an overview of their progress towards the early learning goals. The childminder has also devised a 'memory book' for each child which includes a lovely range of photographs and some of their art work. The childminder has

regular discussions with parents to help keep them informed about their child's progress.

Children thoroughly enjoy creative activities. They like to paint using different types of brushes and sponges, manipulate play dough and get pleasure from spreading glue during a sticking activity. They enjoy making a snowman picture using cotton wool balls and scrunch tissue to make two eyes. A wide range of resources help children develop their imagination, for example, dressing up clothes, role play equipment, doll's house, play figures and a farm animals. Problem solving and numbers are part of everyday play. The childminder talks to children about counting and colours, they play matching games and access a range of puzzles and construction blocks for building. Children's communication, language and literacy are fostered effectively with many opportunities to practise their mark-making skills. They use crayons, felt pens and gloop. They like to listen to stories, sing songs and begin to learn about letters and sounds through the use of different objects. Children can access resources to enhance their technological skills, for example, there are a wide range of electronic toys which they can learn to operate and they can also use the computer. There is a good focus on developing social skills and confidence. Children enjoy regular outings to local playgroups where they can play with their peers. They also like to visit local parks where they can play on a range of equipment to support their physical development. Children are beginning to develop an understanding of a wider society through planned activities. For example, through visits to a local sweet shop during Diwali celebrations, food tasting sessions and using resources which reflect positive images of diversity, such as books, dolls, dressing up clothes. Overall, children develop good skills to support their future learning.

Children's health and well-being is mostly well supported and positive steps are taken to promote the risk of cross-infection, for example, through nappy changing procedures. Children adopt good personal hygiene routines and wash their hands before meals and after using the bathroom. However, there is scope for improving hygiene in relation to the provision of bedding for children who may need to sleep or rest. Appropriate action is taken if a child becomes unwell and the childminder can respond to accidents as she holds a current first aid certificate. Information about children's individual dietary needs is recorded and the childminder promotes healthy eating. She provides all meals to cover children's daily needs and to meet parents' preferences. At snack time children are offered a range of fresh fruit, they also enjoy bread sticks and raisins. Children's drinks are accessible on a low table and this helps them to remain hydrated. Good behaviour is promoted and children receive plenty of praise. Gentle reminders and appropriate strategies help children begin to understand there are rules and boundaries to keep them safe. Children practise the emergency evacuation procedures, the childminder talks to them about road safety and stranger danger, and they listen to stories to further support their understanding of keeping themselves safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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